

# **Developing English Vocabulary Application based on Local Folktales**

**Insani Nurchintyawati**  
nurfiaeni.asjuh@gmail.com

**Muh. Asfah Rahman**  
Asfah\_rahman@yahoo.com

**Kisman Salija**  
Kisman.salija@unm.ac.id

Universitas Negeri Makassar, Indonesia

## **ABSTRACT**

This research was aimed to find out the learning needs of the tenth grade students as SMA 8 Makassar and to develop English Vocabulary Application of based Local Folktale for improving vocabulary mastery of the tenth grade students at SMA 8 Makassar. This research employs Research and Development with ADDIE Model. The subject of the research was the tenth grade students of SMA 8 Makassar in academic year 2017/2018 which consists of 35 students. Questionnaire and Focus Group Discussion for students and also interview for English teacher were chosen as the instruments for collecting the data which were then analyzed through 5 phases: Analyzing, Designing, Developing, Implementing, and Evaluation. The result of the research demonstrates that the questionnaire showed the students' learning needs improve the students' vocabulary mastery. It was proven by the result of the T-test (10.15) which was higher than T-table (2.039). Therefore, it is concluded that English vocabulary application based on local folktale was effective to be used as learning materials for improving students' vocabulary at SMA 8 Makassar.

**Keywords:** *Research and Development, English Vocabulary Application, Local-Folktales, Vocabulary Mastery.*

## **INTRODUCTION**

Vocabulary is one of the important aspects in teaching and learning a language. By vocabulary mastery, students can develop both their receptive and productive skills. This is in line with Hedge (2000) who stated that mastery of vocabulary determines the mastery of four language skills. According to Wallace (1989), to master vocabulary student should understand word meaning, word use, word grammar, collocation, formality, spelling, and the pronunciation. Unfortunately, most of students in Makassar still found problems in learning English

because of lack vocabulary. This condition is supported by observation result at SMAN 8 Makassar that the students were lack of vocabulary mastery. The teacher said that the students' vocabulary was low and they found it difficult to use English words correctly. These facts might be caused by some factors such as the condition of teacher, students, learning materials, and context of time and place.

Based on the observation done at SMAN 8 Makassar, it was found that the students considered learning materials and activities in English classroom were not interesting because of limited and monotonous learning activities and exercises. Learning materials can be varied in the form of lesson, media, and learning activities. One of the ways to make effective learning materials is by involving the use of technology since it can engage students' motivation to learn. According to Bajcsy (2002), technology in teaching and learning can help provide and organize learning materials for students and teachers; let parents interact anytime and anywhere; as well as ease stimulating and visualizing. The use of internet or technology in language learning is popularly. Language learning by internet can be accessed more easily through mobile device called MALL (Mobile Assisted Language Learning). It is functioned to provide independent and effective learning. According to Kukulska & Shield (2008), the use of mobile devices in supporting language learning becomes more common. However, in Indonesia, particularly in Makassar, there were still many educators who had not yet used MALL as effective and efficient learning materials in the process of teaching.

Mobile devices like learning application have considerable potential for enhancing vocabulary acquisition and English learning among English learners. There are more than 775,000 apps were available as of January 2013 (Pure Oxygen Labs, 2013) that have the potential to help learners individualize immediate learning in ways that have never happened before. For example Wang et al. (2015) investigated the effect of apps on vocabulary acquisition and motivation of English learners at college level. He used *Learn British English WordPower app* learned English vocabulary through the semantic-map method and found the fact that students using app performed better in vocabulary knowledge and reported higher engagement and motivation to learn vocabulary than the other students.

Another way to make effective teaching of vocabulary is by integrating it with language skills. Among the four language skills, reading is the best way to improve students' vocabulary mastery. Indeed, students who read more tend to have richer vocabularies (Stahl, 1998). So, when the teacher engages students to encourage reading, he/she is simultaneously improving their vocabulary. Further, among many kinds of learning materials, literature or narrative text is considered to be a very effective material that provides a wide range of benefits. Collie & Slater (1987) stated that a language teacher should use literary text in teaching as it was valuable authentic material, culture enrichment, language enrichment and personal involved. There are many types of text included as narrative text, such as folktale, fantasy, legend, etc.

Folktale is one kind of literature which has many special characteristics that make them exceptionally good for language teaching. By examining folktales from their own culture especially related to beliefs, moral ethics, practices and traditions, students become more engaged in the learning process since the materials are familiar to them. This familiarity increases their interest level and motivation, and decreases anxiety (Myrick, 2012).

Considering the advantages of utilizing local folktales in language teaching, as well as the effectiveness of involving technology as learning materials, the researcher was initiated to develop English learning materials in the form of vocabulary application that is based on local folktale. Therefore, the researcher decided to conduct this research entitled "*Developing English Vocabulary Application based on Local-Folktales*".

Based on the illustration above, the objectives of the research are:

1. What are the learning needs of the tenth-grade students of SMAN 8 Makassar for improving their vocabulary mastery?
2. How does English vocabulary application based on local folktales look like?
3. Is the use of English vocabulary application based on local folktale effective for improving vocabulary mastery of the tenth-grade students of SMAN 8 Makassar?

## **REVIEW OF RELATED LITERATURE**

Apsari (2017) in her research *Developing Balinese Local Culture Based English E-Media to Support the Implementation of Curriculum 2013 for the First Semester of Grade VII Junior High School* stated the e-media had a good quality and it could be used in teaching and learning English for the first semester of grade VII of junior high schools in Buleleng.

Megawati & Sultoni (2016) investigated the effect of using Android based educational game to improve young learners' ability in learning English vocabulary. Based on the statistical analysis of the data, the results showed that the use of educational game from Android (App Inventor) improved the students' English competence in learning vocabulary.

Fazrina (2015) in her research about *The Effectiveness of Computer-Assisted Language Learning (CALL) in Teaching Past Tense* found that the use of CALL in teaching past tense to the tenth-grade students of SMAN 5 Tangerang Selatan was effective.

Dwiaji (2016) who conducted a research "Easy English Learning Android Application (EEL): An M-Learning Model to learn Speaking Skill for grade XI students". The researcher found that EEL was considered as good and useful to help the students in learning speaking. EEL was also flexible and practical, which was in line with the principle of m-learning since the product was easy to operate, simple and helpful to learn English speaking skill.

Similar to this research, some researchers mentioned previously focused on the use of technology in language learning. However, this research was different from those researches since this research focused on developing application that aimed to improve students' vocabulary mastery, whereas those researchers focused on other English skills and elements, like speaking skill and grammar. Further, similar to this research, one research mentioned above concerned with the use of application in teaching vocabulary. However, this research had novelty as it used local folktale as the materials.

## **RESEARCH METHOD**

This research employed Research and Development using ADDIE's model by McGriff (2000). This research involved class X IPA 5 of SMAN 8 Makassar that

consisted of 35 students. There are four instruments of this research. The first was questionnaire which was developed based on the theory of need analysis by Nation and Macalister (2010) that classified the needs into necessities, lacks, and wants. It was designed using likert chart and based on the theory of characteristics of effective materials by Nunan (1988), Richard (2001), and Nhung (2016). There were two kinds of questionnaires used in this research. The first questionnaire was used to identify the students' problem, expectation, and preference in vocabulary which consisted of 15 statements with 4 options (strongly agree, agree, disagree, and strongly disagree) and 7 statements with various kind of options based on the content. The second was to know their response to the developed materials which was given after the developed materials had been implemented in the classroom which consisted of 19 statements with 4 options (strongly agree, agree, disagree, and strongly disagree).

Second of instrument was guideline of interview. The interview in this research was conducted twice. The first was given to the teacher to find out the students' learning needs and preference, as well as the condition of available vocabulary materials and teaching media (technology) that they used in teaching. The second was to get the teacher's idea, feedback, comment, and suggestion about the developed materials after the implementation. All of the interviews consisted of 10 main questions.

Another instrument was guideline of discussion in FGD process as need analysis phase to find deeper data about the students' learning needs in vocabulary and students' thought about the use of technology in learning process. 7 students were involved in this FGD whom were selected randomly by the researcher. Then Word Tutorial guideline was taken from the folktales. This was to ease the researcher select unfamiliar word by students which would be inserted in the application and taught to the students. The last instrument was speaking test in pre-test and post-test to know the effectiveness of the product.

## **FINDINGS AND DISCUSSION**

### **1. The Students' Learning Needs**

Students' learning needs are essential to be identified in developing learning materials. It is used in designing and developing materials in the research and

development approach. These needs were collected by distributing questionnaire to the students, interviewing the English teacher, and also interviewing seven students in focus group discussion to find out deeper data about students' needs. The questionnaire contained some statements which are designed in likert scale. It aimed to find out students' learning needs based on three learning needs categories according to Nation and Macalister (2010), they are: necessities, lacks, and wants. The students' learning needs are elaborated as follows:

**a. Necessities**

According to Nation and Macalister (2010) necessities deal with the students' view about the demand of their target situation. The outline of the students' view is as follows:

Aspects of learning needs	Items of learning needs	Students' response	Source
<b>Necessities</b>	Students' view and interest in English vocabulary mastery	English vocabulary mastery is important	Quest. No. 1 & FGD
		Learning English vocabulary in classroom is fun	Quest. No. 2 & FGD
	Students' view about using technology in English vocabulary	The use of technology in learning English is very important.	Quest. No. 12 & FGD
		Learning English using technology	Quest. No. 13 & FGD

Based on the result of the questionnaire, all of the students perceived that having English vocabulary mastery is important, even most of them (94.1%) strongly agreed with it. Further, in FGD they said that having English vocabulary mastery would be beneficial for their future study and career. Therefore, they realized that they had to master English vocabulary. The students' positive perception about vocabulary was essential in order to improve their vocabulary mastery. This was supported by Coady & Huckin (1997) who stated that vocabulary is the language central and critical importance to the typical language learner. Therefore, it can be concluded that all of the students perceived that having English vocabulary was important. However, most of them were not interested in it. It could be seen from the result of questionnaire that 87% of students responded negatively to learning English vocabulary. Based on the students' responds in FGD , it was found that the reason

why they did not like learning English vocabulary was because they found it boring for searching every meaning of words in dictionary. Further, all of the students perceived that using technology in learning English vocabulary is very . there were about 54% students strongly agreed and 40% students agreed with it and based on another data the number of the students who were interested in learning English using technology was more than the number of students who did not really enjoy learning English using technology. Further, in FGD they said that the use of technology like mobile application in learning English vocabulary is more interesting and flexible than only using book and it could support their language learning. It was related to Viberg & Grounlund (2012) who proposed that mobile technologies provide many advantages. They have flexibility, low cost, small size and user-friendliness.

**b. Lacks**

Another category was lacks which were gap between the existing proficiency of the students and their target proficiency (Nation and Macalister, 2010).

Aspects of learning needs	Items of learning needs	Students' response	Source
<b>Lacks</b>	Students' current level of English vocabulary	Have a good vocabulary Mastery	Quest. No. 3 & FGD
	Students' skill in express ideas in English	Lack of ability to using the correct English Vocabulary	Quest. No. 4 & FGD
	Students' current level of using technology	Lack of ability to use technology like smartphones well.	Quest. No. 14 FGD
	Students' Problem in Vocabulary	Lack of vocabulary aspects <ul style="list-style-type: none"> <li>• Word Meaning</li> <li>• Word Use</li> <li>• Word Spelling &amp; Pronunciation</li> <li>• Word Class</li> <li>• Word Form</li> </ul>	Quest. No. 16 & FGD

Background knowledge about local folktales	Recognizing the whole story: 1) <i>Datu Museng</i> Recognizing only the title of story: 1) <i>Legenda Gunung Lompo Battang</i> 2) <i>I Kukang</i> 3) <i>Pangeran Lamadukelleng</i> 4) <i>La Galigo</i>	FGD
--	--	-----

Based on the data, there were 57.1% students who had low English vocabulary and a half number of the students (54.2%) cannot express ideas using the correct English vocabulary. Then, in their need analysis result that showed there were 21 (60%) students who think word class is most difficult aspect in vocabulary, 15 (42.5%) students who think that word meaning and word form, 13 (37.1%) pronounce the word, 11 (31.4%) word use and only 6 (17.1%) students choose spelling the word is difficult aspect in vocabulary. It was also supported by the result of FGD most of students still have difficult in every aspect of vocabulary like as word meaning, word form, word class, word use and pronounce the word, whereas according to Wallace (1989) to master vocabulary students should understand word meaning, word use, word grammar, word form, spelling and pronunciation. As the conclusion, the students were still lack of vocabulary, particularly in understanding the meaning of the words, the use of words in sentence, the words class and form, then pronounce and spelling the words. Besides, in a data showed most of the students can use technology (smartphones) as well.

### c. *Wants*

Wants refers to what students wish to learn. It deals with students' preference in learning. The students' learning preference and interest are as follows:

Aspects of learning needs	Items of learning needs	Students' response	Source
<b>Wants</b>	The available English materials	The reading material should be interesting and enough to improve my vocabulary mastery	Quest. No. 5, 6, 8, & FGD
	Vocabulary Activities	The English material and activities should enough for students' vocabulary	Quest No 7 & FGD



---

	needs.	
	The most type of English vocabulary exercises : multiple choice, fill in the blank, matching, and true/False	Quest. No. 17 & FGD
Learning Strategy	Individual, pair, group, or class work	Quest. No. 21 & FGD
	Handling problem alone, asking teacher or friend	Quest. No. 22 & FGD
Type of Learning Topic	Healthy, Education, Indonesian Culture, and Politic	Quest. No. 18 & FGD
View about Local Folktales	Interesting, motivating	Quest. No. 9, 10, 11, & FGD
View about Technology	Interesting, motivating	Quest. No 15 & FGD

---

The findings of this research indicated that most of the students perceived the reading materials in textbook to be less interesting and not enough to improve their vocabulary mastery. It can be seen from the students' response of the questionnaire that only about 5.7% of them perceived that the available learning materials were interesting and 11.4% of them perceived that it enough for improving their vocabulary mastery. It was also supported by the finding from the FGD that the students were less enthusiastic to study English especially vocabulary because of the limited variation of reading materials in textbook and then vocabulary exercises and activities in the classroom. From the finding data students also needed additional materials in order to improve their vocabulary mastery, there were no students who perceive that additional material is not needed.

Based on the findings most of the students enjoyed listening and reading folktales from their area and there were about 70% of the students more interested in learning English text related to their local culture. Considering culture in language teaching is fundamental as it significantly affects the teaching and learning environment. This findings were in line with the theory of Ginsberg and Wlodkowski (2009) about motivational framework for culturally responsive teaching in how teacher and students work together to create learning environment in which learners and teachers feel respected and connected to one another, create learning experience through personal relevance that include learner's perspective and values, as well as

help learners understand how they are effectively learning something that is of authentic value of their community. Besides, all the students agree that the English book used in the class is less contains of local culture elements and 65.7% students will be more interested in learn English vocabulary if there is additional vocabulary material that contains local folktale with various texts and activities.

According to Cabanban (2013) stated that mobile learning as a type of learning that delivers educational contents and learning support materials, it was related to the students' perception about technology in finding data that most of students think that smartphone application can be motivating them to learn English (improve their vocabulary mastery). Then, in FGD one of student suggested to used game as one of method to motivating them in learning English specially vocabulary. Further, most of students have positive respond for using technology like as android application for learning English vocabulary. Moreover, all of them had android smartphone and they always bring it to school. In addition, based on the result of the questionnaire about the students' preferred learning activity, it was found that the students preferred group and pair activities as it did not make them bored and sleepy. According to Marzano, et al (2005), cooperative learning and other group activities can be effective classroom instructional strategies, not only academically but also as ways to develop students' relationships with one another. Students can learn to express themselves clearly, to compromise, to listen, to value others, and to take leadership roles by working with their peers.

Besides the data from the questionnaire and FGD, the result of interview with the teacher was also used as reference to identify the students' learning needs, particularly in finding out more about the available vocabulary materials and activities. The result of the interview described that the technique of teaching vocabulary used by the teacher was varied based on the situation and condition in the classroom. However, she said many techniques were suitable, adapted to teaching materials, the age of students and the learning objectives to be achieved. But according to the her experience in the field, one of the technique that she often used was Chinese whisper or Chinese mime games because it always made students enthusiastic in following English lessons. The teaching materials he used were mostly from textbook that the students use, but sometimes he also took from the

internet. Based on the teacher interview I had got a point that she very enthusiastic and interested to used local folktale as narrative material because it more familiar with the local wisdom that we had and developed students 'national insight (cross culture understanding) while still enriching/improving students' vocabulary.

In this interview, the teacher also said that technology was very supported media in teaching English which will enrich the learning repertoire as well as facilitated the teacher in the teaching process and the use of smartphones could be one of the media that could interested or motivated students in learning English but still in certain rules (wise rules) besides smartphones also have features that can reduce students, and this is good for student learning process. But, the teacher said that she still had many problems when she wanted to used smartphone in teaching and learning English vocabulary. Besides the limited evaluable English vocabulary application, many the applications in smartphone were online, so sometimes they got problem in networking. These findings indicated that teacher still needs a various teaching activities to increase students' motivation in learning English specially vocabulary. Besides, the materials were limited as he usually used only textbook as reference and rarely took from other sources. And then, she need to adjusted to educational condition in millennial era that technology like internet and smartphone is very important to supported the teaching and learning process.

#### **d. Students' Profile and Teacher's Interview**

The students' profile can be seen in the table below:

<b>Domicile</b>	<b>Length of Domicile</b>		$\Sigma$
	<b>&gt;10 Years</b>	<b>&lt;10 Years</b>	
<b>Makassar</b>	35	0	35
<b>Outside Makassar</b>	0	0	0
$\Sigma$			35

Regarding students' profile, it was found that the total number of the students in Class X MIPA 5 was 35 students. There were 13 male students and 22 female students in the class. They were mostly from Makassar and there was some from outside of Makassar like as Palopo and Gowa. But all of them had been living in Makassar for more than 10 years. Further, about the students' learning needs, the

data were obtained based on the three categories of needs which were Necessities, Lacks, and Wants. The data from the questionnaire and interview were completed and strengthened by the data from FGD in which the students conveyed frankly what they actually think and feel.

## **2. Description of English Vocabulary Application based on Local Folktale.**

English Vocabulary Application based on Local Folktale is application that consists of 6 local folktales along with vocabulary exercises which are related to the story. These materials were developed through 5 steps of ADDIE model; those were Analysis, Design, Development, Implementation, and Evaluation. The process of the development is described as follows

### ***a. The Design of Local Folktale-Based English Materials***

After all the data had been collected in Need Analysis phase, the researcher designed the materials based on the data. The design included objective of the subject, course description, description of learning activity and description of folktales and speaking materials.

#### **1) Objective of the Subject**

The students are expected to improve their vocabulary mastery by acquiring new words including the meaning, class, formation, pronunciation, spelling, use, and grammar of the words. Besides, the students are expected to be able to recognize the purpose and the generic structure of narrative text..

#### **2) Course Description**

English Vocabulary Application based on Local Folktale is application that aims to improve vocabulary mastery by integrating vocabulary exercise and reading. The application consists of 6 units with 6 different folktales along with vocabulary exercises related to the story. The folktales are taken from the students' area that is South Sulawesi. By the application, the students learn new words from the story by doing some vocabulary exercises for knowing the words meaning, class, formation, spelling, grammar, and use.

#### **3) Description of the Learning Activities**

The learning Activities included in English Vocabulary Application based on Local Folktale were designed based on the students' preference that had been taken from the result of students need analysis. The activities were designed to make

students able to operate English vocabulary application effectively and helped them to improve their vocabulary mastery. The materials consist of reading activities (the students read a story of local folktale that has been provided in the application, then they identify the generic structure), word tutorial (10 words from the story that contains before along with the meaning, class, formation, use, and grammar) and vocabulary exercises (4 quizzes; multiple choice, true/false, word class, jumble letter, fill in the blank about the 10 vocabularies from the Word Tutorial before). The third activity is scoring. In this phase, the teacher records the students' score by writing down the students' score. The students one by one mention the score they get from the quiz.

#### 4) Description of English Vocabulary Application

The English Vocabulary Application is called CARITA Application. The final product has been previously validated by expert and users. CARITA itself means 'Story' in South Sulawesi language. CARITA Application is an android application which can be installed by using mobile devices with Android Operating System (*Android OS*). The size of the file is 8.60 MB.



#### 5) Description of the Folktales

The reading materials were 6 folktales from South Sulawesi, those were obtained by interviewing some experts and conducting literature review. The

researcher decided to take 6 folktales: Prince Lamadukelleng (a folktale from Makassar), The Legend of Lompo Battang Mountain (a folktale from Gowa), I Lapung (a folktale from Makassar), Pung Buaja and Pung Kura-kura (a folktale from Soppeng), Nenek Pakande (a folktale from Soppeng) and La Upe (a folktale from Bone). Considering the students profile that most of them had been living in Makassar and Gowa for long time, 3 stories from Makassar and Gowa were chosen to meet the students' culture. Then, 3 stories from Buginess were also selected because some of the students were originally Buginess.

## **b. The Development of English Vocabulary Application based on Local Folktales.**

### **1). Process of Application Development**

There were two major steps in developing phase. They were constructing the materials and inserting the materials into application. In constructing the materials the researcher was simplifying and reorganizing the story based on the generic structure of narrative text. After the texts were translated into English and simplified the language based on the students' level the researcher constructed some exercises for each story that aimed to improve vocabulary mastery. Then the researcher inserted the materials into application (App MIT Inventor) based on flowchart and storyboard.

### **2). Description of the Developed Application**

The application was constructed into 6 units based on the number of stories. Like SECTION 1, SECTION 2, 3, 4, 5 and 6, the students are expected to improve their vocabulary mastery by knowing new vocabulary including the word meaning, class, formation, spelling, use, grammar, and pronunciation.

### **3). Validation**

After developing the materials and before the materials were implemented in the real classroom situation, the researcher provided validation form to an expert of materials and media

## **c. The Implementation and evaluation of the Materials for Teaching Speaking Skill**

English Vocabulary Application based on Local Folktale-Based Materials were then implemented in real classroom situation. In order to know the effectiveness

of the materials, experimentation was conducted during the implementation. In the first meeting, the researcher conducted pretest to know the students' vocabulary mastery before the product was used. Then in the next meetings, the students were taught using or operating English Vocabulary Application based on Local Folktale-Based English materials in 6 meetings. After that, the researcher conducted posttest to know the students vocabulary mastery improvement after implementing the materials. Besides, the researcher distributed questionnaire to the students to find out their response about the use of the product (Application). In addition, the English teachers were interviewed to obtain feedback and suggestion about the product.

### **3. The effectiveness of English Vocabulary Application based on Local Folktale.**

#### **1) The Result of Experiment**

After analyzing the data using test of significance, it was found that there was significant difference between the result of the students' pretest and posttest. The result of the T-test computation of the students' score in the pretest and posttest showed that the t-table (2.039) was lower than the t-test (10.15). Therefore, it can be interpreted that there was a significant difference between the students' pretest and posttest. So, it can be concluded that the implementation of English Vocabulary Application based on Local Folktale could improve the students' vocabulary mastery.

During the experimentation, English Vocabulary Application based on Local Folktale was implemented in the real teaching and learning process. This application was used as supplementary media to teach narrative text and vocabulary. There were various kinds of vocabulary exercise that the students learned by using CARITA Application, they were Multiple Choice Exercise, Fill in the Blank, True or False, Word Class Exercise, and Jumble Letter. By the learning activities, the students were able to operate the CARITA application effectively.

Among the 5 kinds of quizzes, the quiz that mostly made the students enthusiastic was jumble letters quiz. In this quiz they rearranged the some jumble letters into correct word and during the students did the quiz they also learned to spell and pronounce the word. Further, the easiest quiz considered by the students was word class quiz for choosing the suitable word class of the word based on the context. They accomplished the quiz in about 5 minutes which was supposed to be 15

minutes. On the other hand, Fill in the blank was considered to be the most difficult quiz. They still found difficulties to answer the missing words to complete the sentence. .

## **2) The Result of Students' Response Questionnaire**

To know the students' response toward the use of English Vocabulary Application based on Local Folktale, the researcher distributed questionnaire to the students. The data was analyzed by using Likert Scale. The results show that the students responded positively toward the use of the application. The majority of the students strongly agreed that CARITA Application were very interesting, motivating, and effective to be used as learning media and something new for student in their learning activities in the classroom. Besides, most of the students perceived that the CARITA Application enabled them learn and improve their vocabulary mastery, understand English text easier, recognize structure of narrative text, as well as know more about folktales from their area.

Some students also gave direct comment to the researcher by saying that the use of the application during the learning process gave them new experience that they never done before and it is good innovation which is suitable to be used in this millennial era that everything is with technology. Further, some of the students also commented that the application is good because it is simple and easy to use.

## **3) The Result of Interview with the Teacher**

The result of the interview describes that the teachers had positive perception toward the content and input of English Vocabulary Application based on Local Folktale-Based English Materials. They said that the product were suitable with 2013 curriculum in how the materials enabled students to learn about narrative text. Further they thought that the language use was appropriate enough to be understood by the students, and the activities would be able to motivate the students to learn vocabulary. However, the teachers suggested adding feedback or answering key in the last part of each exercise because it would enable students to reflect what they had learnt from that meeting. Besides, it was a part of 2013 curriculum learning approach and changed to a simpler font, so it easier for users to understand the word or sentence in the application.



## **CONCLUSION AND SUGGESTION**

English Vocabulary Application based on Local Folktale-Based English Materials is application that aims to improve vocabulary mastery by integrating vocabulary exercise and reading. The application consists of 6 units with 6 different folktales along with vocabulary exercises related to the story. The folktales are taken from the students' area that is South Sulawesi. By the application, the students learn new words from the story by doing some vocabulary exercises for knowing the words meaning, class, formation, spelling, grammar, and use.

The learning Activities included in English Vocabulary Application based on Local Folktale were deigned based on the students' preference that had been taken from the result of students need analysis. The activities were designed to make students able to operated English vocabulary application effectively and helped them to improve their vocabulary mastery, recognize purpose and structure of narrative text, as well as know more about folktales from their area. Further, it helps teacher to add teaching resources used in teaching narrative text since the materials are suitable with curriculum 2013. The materials consist of reading activity and vocabulary exercise. In relation to the conclusion above, the researcher would like to suggest the following points:

1. In teaching vocabulary, English teachers should be creative in presenting materials of the lesson by considering the students' preference in order to make the students enthusiastic to learn, especially in this millennial era. One of them by using effectively and efficiently Edu-Application for teaching and learning process.
2. The students are suggested to use of English Vocabulary Application based Local Folktale-Based English Materials as one of learning materials to improve their vocabulary because the application were constructed based on their learning preference.

## **REFERENCE**

Apsari, N. L. P. M. (2017). Developing Balinese Local Culture Based English E-Media to Support the Implementation of Curriculum 2013 for the First Semester of Grade VII Junior High School. *Journal of Psychology and Instructions*, 1(2), 106-114.

- Bajcsy, R. (2002). *Technology and Learning. Visions 2020: Transforming education and training through advanced technologies.*
- Cabanban, C, L. (2013). Development of Mobile Learning using Android Platform. *International Journal of Information Technology & Computer Science*, 9(1), 98-108.
- Coady, J., & Huckin, T. (1997). *Second language vocabulary acquisition: A rationale for pedagogy.* Cambridge University Press.
- Collie, J., & Slater, S. (1987). *Literature in the language Classroom.* Cambridge: Cambridge UP.
- Dwija, B.H. (2016). *Easy English Learning Android Application (EEL): An M-Learning Model to learn Speaking Skill for grade XI students (Degree of Magister Humaniora).* Sanata Dharma University.
- Fazrina, A. M. (2015). *The Effectiveness of Computer-Assisted Language Learning (CALL) in Teaching Past Tense (Degree of Strata One).* Syarif Hidayatullah State Islamic University. Retrieved from <http://repository.uinjkt.ac.id/dspace/bitstream/.pdf>.
- Ginsberg, M. B., & Wlodkowski, R. J. (2009). *Diversity and motivation: Culturally responsive teaching in college.* John Wiley & Sons.
- Hedge, Tricia. (2000). *Teaching and learning in the language classroom.* Oxford: Oxford University Press.
- Kukulska, Hulme, A., & Shield, L. (2008). An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction. *ReCALL*, 20(3), 271-289.
- Marzano, R. J., et al. (2005). *A Handbook for Classroom Management that Works.* USA: ASCD.
- McGriff, S. J. (2000). *Instructional system design (ISD): Using the ADDIE model.* Retrieved June, 10, 2003.
- Megawati, F., & Sultoni, S. (2016). Android based Educational Game in Indonesian TEYL. *International TEFLIN Conference* (63), 662-668.
- Myrick, A. M. (2012). *Folktales and philanthropy: Using folktales as a bridge to community service.* MA TESOL Collection. Paper 695.
- Nation, I. S., & Macalister, J. (2009). *Language curriculum design.* Routledge.
- Nhung, P. T. H. (2016). Folktales as a Valuable Rich Cultural and Linguistic Resource to Teach a Foreign Language to Young Learners. *International Journal of Education, Culture and Society* 1(1).
- Nunan, D. (1988). *Language Teaching: Syllabus Design.* Oxford: Oxford University Press.
- Pure Oxygen Labs. (2013). *How many apps are in each app store?.* Retrieved from <http://www.Pureoxygenmobile.Com/how-many-apps-in-each-appstore/#sthash.Nn5og8lr.Dpuf> Accessed 05.06.13.
- Richards, J. C. (2001). *Curriculum Development in Language Teaching.* Cambridge: Cambridge University Press.
- Stahl, S. A. (1998). Teaching children to learn word meanings from context: A synthesis and some questions. *Journal of Literacy Research*, 30(1), 119-138.
- Viberg, O., & Grönlund, Å. (2012). Mobile assisted language learning: A literature review. In *11th World Conference on Mobile and Contextual Learning.*
- Wallace, M.J. 1989. *Teaching Vocabulary.* London: ELBS Heinemann Education Books.